

C
H65C
1911/12

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

HOBART COLLEGE BULLETINS

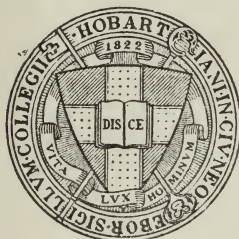
Vol. X

JANUARY, 1912

No. 2

PRESIDENT'S REPORT

1911-1912



Published by Hobart College, Geneva, N. Y. Issued quarterly.
Entered October 28, 1902, at Geneva, N. Y., as second-class
matter, under Act of Congress of July 16, 1894.

33 C
11-12

PRESIDENT'S REPORT

TO THE BOARD OF TRUSTEES OF HOBART COLLEGE:
Gentlemen:

As some of you may perhaps remember, I made a plea in my report of last January, for a memorial to President Benjamin Hale. The attempt to raise funds for this memorial had indeed been initiated two years earlier. At that time a committee had been appointed, plans and estimates prepared and circulars soliciting subscriptions issued. As chairman of the committee I worked hard to arouse interest in the project and to secure the necessary money. Doctor Andrew D. White, at whose suggestion my task was undertaken, made the first contribution of one hundred dollars and also the promise that fifty dollars more should be forthcoming if required. Doctor Charles W. Hayes, a member of the committee, wrote the inscription and the cost of the memorial was to be eight hundred and fifteen dollars. As the result of a year's continuous effort and the writing of innumerable letters only a little more than three hundred dollars was obtained and it looked then as if the whole plan were doomed to failure. My own absence of a few months in Egypt followed, but on my return I renewed my endeavors and in January of last year made the appeal to which allusion has been made in the opening sentence of this report. The result surpassed my most optimistic expectations. I was determined that something should be done but feared I should be forced to content myself with a memorial far inferior to the one proposed. Recalling the old copy book adage "if at first you don't succeed, try, try again," I issued what proved to be my final call and followed it up for

several months with many private letters. On March twenty-eighth the entire sum of eight hundred and fifteen dollars was in the tight closed hands of the Treasurer and on the succeeding day the order for the memorial was in the office of the Church Glass and Decorating Company of New York. In the end a larger amount than that actually demanded was raised—eight hundred and thirty-eight dollars in all. The list of the contributors has been kept and is on file in the President's office.

As soon as the success of the project was an accomplished fact I wrote to Doctor Andrew D. White of Ithaca and invited him to deliver the address at the unveiling of the memorial in Coxe Hall on the occasion of the next Commencement dinner. A letter of gracious acceptance was received in reply and on Thursday, the fifteenth of June, with Coxe Hall filled to its utmost capacity, we listened to an address which will be historic in the annals of American education. Now is not the time, neither is it the place to attempt even a brief summary of this address but it should be stated that the orator of the day, himself a noted author and Professor of History, made it clear beyond doubt that Benjamin Hale, the third President of Hobart College, was the pioneer and originator of industrial education in these United States. Such a fact must necessarily find a place in all the histories of our national education, especially as it is vouched for by so competent an authority as Doctor White. Naturally and pardonably too are we proud of this distinction which has fallen to our lot and we are also grateful to Doctor White for the careful researches which brought Doctor Hale's forgotten labors to light as well as for the charm and force with which, on last Commencement day, he presented them to his audience. Hobart has no doubt rejoiced in many brilliant commencements

which it has not been my privilege to see, but of all those in which I have myself taken part the Commencement of nineteen hundred and eleven has the preeminence. It was a delight to welcome Doctor White to the college he attended as a boy; it was a satisfaction, deep and full of hopefulness, to have real justice done to Doctor Hale and it was also a source of profound gratification to feel that Doctor Hale's children had knowledge of the fact that we of Hobart College held him and his heroic efforts on this ground in reverent honor. In your behalf, Gentlemen of the Trustees, as well as on my own account I should like to assure Doctor White of our heartfelt appreciation of his visit and his words and Doctor Hale's children of the abounding gratitude with which we have done their father reverence. To these last I should for myself also like to say that nothing I have ever done has afforded me that peculiar sort of pleasure which I have derived from having been instrumental in erecting at Hobart College a monument to Doctor Hale.

Another notable distinction has come to the college during the past twelve months in the discovery of what is now known as Brooks' comet. The discovery took place on July twentieth of last year at the observatory of Hobart College. Doctor William R. Brooks, our professor of Astronomy was the discoverer, and it is also a fact worthy of remark that this is the twenty-sixth comet that Doctor Brooks has found. When it is remembered that many more powerful telescopes than that which is the property of our college are to be found in observatories of this and other lands it cannot but be recognized that Doctor Brooks' long series of discoveries, as well as this his latest achievement, not merely display wide and accurate knowledge of the geography of the heavens but also reflect

exceptional lustre upon the unwearied and unwearying patience with which he has pursued his researches. As President of the College I feel that some public recognition of Doctor Brooks' labors and successes is due him from this Board. He has already received many such recognitions abroad and in foreign lands and I am glad of the opportunity to add to these such further recognition as the limits of this report permit. In the name of this Board therefore, I would extend to my colleague our felicitations upon the success that has crowned his untiring industry and upon the distinction his labors have brought to the College and himself.

DORMITORY ACCOMMODATION

Turning now to more prosaic affairs, the dormitory accommodation of the College demands the thoughtful attention of this Board. Our present accommodation as you know consists of two buildings, Geneva and Medbery. One of these, Medbery, is a comparatively modern structure and has lately been repaired and placed in serviceable condition. A ventilating plant has been installed together with new showers, and the washroom capacities have been doubled and made more accessible to light and sunshine.

A few slight repairs have also been introduced into our oldest dormitory, Geneva, but much more than repairs must be effected in this building if it is to continue to act as a home for our students. Its present condition is one in which no Hobart man can take pride, but it is also one for which the undergraduate body is in the main responsible. Geneva is our oldest building and possesses many and fond associations for the alumni. It has, however, been used for a long period of years for the purpose of roughhousing: a method of horse-play by the way to which the structure

of the building is admirably adapted. It was built in olden times and consists of but a single section. It is thus not only possible for all its inmates to come to close quarters with each other but the entire building is also open to invasion from without by bodies of students who are temporarily but recurrently inspired by the amiable desire to roast freshmen or smash doors. A building which is in the habit of being treated in this fashion falls inevitably into disrepute and the task of keeping it in repair becomes in turn an almost hopeless one. And yet, that the students are ready to show a kind of respect for a fairly decent bit of property which they are unwilling to accord to one that is neglected or tumbledown, is evidenced by the fact that when a few years ago I repaired Geneva from top to bottom and put in shower baths as well, the Hall was respected as it had not been for years and was kept for a time at least in good condition.

This state of things did not continue long, however, and the old habits of stacking up rooms and battering down doors reasserted themselves. It must then be evident to the Board that something more than "repairing" is demanded if Geneva Hall is to be preserved and respected as a college dormitory. It must be remodelled throughout and the structure of it altered. I have had plans and estimates prepared which will be submitted to you to-day and they consist in the main of dividing the building into two sections by means of a central partition and of placing iron stairways at either end of the building instead of the single wooden one which is now situated in the middle. The plumbing will be transferred to the centre of the hall and ample shower and toilet accommodations provided for each section on the second floor. The building will also be replastered and painted throughout and new wood-

work and steam piping substituted for the old, but the ancient walls will survive unaltered and the look of the building from without remain as of yore.

All this can be done at the moderate cost of \$8,000.00, and has the further advantage of increasing our capacity by one bed-room. When remodelled the Hall will hold twenty-five men instead of twenty-four. Moreover, the outlay of the above sum may fairly be regarded as in part a good investment since we shall not only have accommodation for one additional student but shall be justified in charging forty dollars rental per man instead of thirty. The present gross receipts from room rent in Geneva, if the hall be fully occupied, amount to but seven hundred and twenty dollars a year, whereas the new building under like conditions would bring in one thousand dollars, or two hundred and eighty dollars more. This increase of receipts amounts as can be seen to the interest at five per cent. on five thousand six hundred dollars; and, therefore, the remodelling of the building may as I have said, be fairly regarded as in part at least a good business investment. It is intended that the work shall be pushed through during the coming summer vacation and the new hall be ready for occupancy in the autumn. It is hoped that this Board will sanction at today's sitting the necessary expenditure.

Over and above all this and while the subject of dormitory accommodation is before us, I cannot but remind the Trustees that if the college is to materially increase its numbers a new dormitory is a proximate necessity. Owing to the methods lately employed to enlarge the student body, we entered forty-three new men in the autumn and these together with those already in college have taxed our dormitory capacity well nigh to the utmost. Present

conditions remaining the same and should we enter a freshman class of sixty men next September we could not possibly accommodate them. Such being the case it is well that both the Alumni who are crying for larger classes and the members of this Board should meditate upon the actual facts. The facts have not been hidden from them; for I have been drumming away on the old tune of a new dormitory for eight long years. The drumming has had on the other hand no appreciable effect although the Trustees have apparently caught a few notes of the tune and given directions from year to year that the score be published in full for the edification of those, if any there be, who had the ears to hear. Just as Miss Fanny Squeers was led to the "arrowing belief" that she had "received some injury in her insides, especially as no marks of violence were visible externally," so I am led to hope that although no response to my appeal is audible from without yet somewhere and in somebody's "insides" there has been awakened the melodious thought of a new dormitory for Hobart College which in the near future may take on concrete form.

WILLIAM SMITH COLLEGE

Having already mentioned the size of the Hobart freshman class it is but fitting that I should do the like for William Smith. Twenty-four young women were enrolled in September, which with the forty-three men of Hobart, constitute a fresh contingent of sixty-seven in all. All four classes are now represented in William Smith. The total number of her students has in the four years run up to sixty-three and these together with the one hundred and one men of Hobart make an undergraduate body of one hundred and sixty-four now under instruction by the

Faculty of the College. The internal affairs of William Smith have been as ever most efficiently conducted by Dean Turk who will make a special statement of his own as a supplement to this report. I regret to announce the loss of Miss Marian Richards, instructor in English, and of Miss Isabelle Rice, the registrar and instructor in Pedagogy. In their places Miss Ruth C. Ingersoll has assumed the duties of registrar and instructor in English while Miss Ida E. Roger has been appointed instructor in Pedagogy.

PROFESSOR MCDANIELS

Hobart College has suffered a great loss in this past year through the resignation of Professor McDaniels and in expressing the sense of our loss I feel I cannot do better than quote the beautiful Minute adopted by the Faculty:

"The Faculty of Hobart College have learned with deep regret of the resignation of their senior colleague, Professor Joseph H. McDaniels. For more than forty years Professor McDaniels has given this College, without stint, services of rare distinction. Widely known as one of the best teachers of Greek in this country, he has faithfully tilled the modest field presented by a small college and has maintained through a period of great educational change the highest ideals of that sound, classical culture of which he is a convinced exponent. We may rejoice with him that the principles he has long defended are coming to their own again in American education.

Those, however, who have been privileged to work for a long time in association with Professor McDaniels owe him, perhaps, a greater debt than even his own students. To a younger teacher of literature his purposes and methods furnished inspiration and example. Such a one

must search long for a juster mingling of taste and scholarship than his—for a fairer estimate of what study can acquire and what it cannot acquire in the appreciation of literature. No willing student ever failed of welcome and sympathy in his class-room and none remained long in that room without realizing that there were rewards to be won that mere industry could not gain. Few of his students, however, have realized that the same sound judgment and keen criticism, the same depth and breadth of learning, the same wit and charm of expression which they have been privileged to know so intimately, have reached a far wider audience than the small classes of this small College; and that by his writing Professor McDaniels has exercised a real influence on the world of scholarship and brought real distinction to the college to which he has devoted his life.

Through many dark periods in the history of the College, Professor McDaniels has shown a devotion to it of rare quality and endurance. His colleagues, who must lose his official services, rejoice heartily that they may still depend upon his interest, benefit by his good counsel and enjoy the privilege of continued personal intercourse with him."

CHANGES IN THE HOBART FACULTY

In reporting the further changes which have taken place in the teaching staff of the College I can but repeat the statement made to the Alumni in my autumn bulletin. Professor Herbert H. Yeames, who has been with us for a number of years, first as Instructor and then as Assistant Professor, has in succession to Professor McDaniels been made head of the Department of Greek; a fact which of itself speaks for the high regard in which he is held both as a scholar and teacher by students, Faculty and Trustees.

Another fact which we have to record is the promotion of Instructor Winfield Supply Barney to be Assistant Professor in Romance Languages, a position made necessary by the resignation of Professor Robert M. Beach. Also Mr. Dean who has been Instructor in Chemistry for three years past was retired at his own request and is now pursuing advanced work at Yale University. His place has been taken by Mr. Robert Luther Sibley, A.B., A.M., of Clark College. Mr. Alexander Logan Harris, A.M., of Queens, has been appointed Instructor in Modern Languages and Mr. Max Levine, A.B., of Harvard, Instructor in Greek and Latin.

It gives me special pleasure to announce that the vacancy in the Chaplaincy of Hobart College caused by the resignation of Doctor Joseph A. Leighton in August, nineteen hundred and ten, has at last been filled by the appointment of the Reverend George Grey Ballard, Jr., A.B., of Hobart, and A.M., of Trinity, Toronto. Mr. Ballard assumed his duties as Chaplain together with those of Instructor in History at the opening of the present college year, and the students all feel that they have found in him a pastor and a friend.

FINANCIAL CONDITION OF THE COLLEGE

The financial condition of the College, if not in every respect all that could be desired, is nevertheless sound and encouraging. Although our endowment fund is inadequate alike to our present and prospective needs we have, notwithstanding an all too scanty capital, once more succeeded in living within our yearly receipts and with a balance of a little over three hundred dollars to our credit. As colleges go, with their frequent and in many cases invariable deficits, this showing that we have been making,

during several successive years, of no deficit at all should be a matter of sincere if not of proud congratulation to Trustees and Alumni. Besides this the College has no debts and her investments, with a few small exceptions, are all advantageously placed and yielding good returns.

The financial condition has also been improved during the current year by the following gifts:

Subscription of the Alumni (current expenses)	\$ 2372.20
Mr. Charles P. Boswell (Endowment Fund.)	1000.00
Mr. Price M. Davis (Endowment Fund)	500.00
Mr. Douglas Merritt (Endowment Fund)	500.00
Chicago Alumni (Salary of Physical Director)	125.00
Mr. Wm. Alexander Smith of New York	5000.00
Bishop George Worthington (Scholarship Fund)	5000.00
	<hr/>
	\$14,497.20

Of these the last two items, amounting to ten thousand dollars, have not as yet been received by the Treasurer but will be at his disposal within a month or two.

ENDOWMENT

And now in closing this report, I wish to stress once more, and with all the emphasis at my disposal, the crying need that Hobart has of adequate endowment. Almost nine years ago, April first, nineteen hundred and three, and when the present administration began, I found that the general endowment fund of the college amounted to \$31,272.94. Since then this fund has been about doubled and stands today at \$60,528.42. In addition to this increase of thirty thousand dollars (\$30,000.00) the William Smith endowment of three hundred and twenty-six thousand dollars has been obtained. And yet despite the

fact that the interest of a part of this last named endowment is available for the general expenses of Hobart College it is manifest, especially when the growth of William Smith College is taken into consideration, that the Hobart College endowment is far from sufficient. In my very first report to this Board I began harping upon the necessity for adequate endowment and during the years that have intervened I have continued almost without intermission to harp upon the self-same string. As a result of this incessant importunity of sound a committee of the Trustees was appointed in January, nineteen hundred and nine to consider the whole matter of endowment and to propose a plan for raising it. This committee met and issued a circular on January twentieth, nineteen hundred and ten, with the result that only a little over three thousand dollars has been obtained.

Last year as I confronted the results of this almost futile effort I determined that much more strenuous measures must be adopted. I called to my aid the advice of an expert, made somewhat elaborate office preparations for carrying it into effect and finally secured the appointment of a second committee of the Trustees at the January meeting of nineteen hundred and eleven. This committee will have a report to make today. Subsequently to last year's meeting I continued my preparations for pushing forward a vigorous campaign and endeavored in July to obtain the services of a competent Hobart man who should devote his entire time to the prosecution of the work. He found himself unable, at the salary I offered, to undertake the task and, as I knew of no other available person at the moment, I postponed further action until the autumn. When autumn arrived the mature judgment of the committee on endowment was that the time was not yet ripe

for a public appeal to the friends and alumni of the college. In this judgment I reluctantly acquiesced, for so far as I could see the judgment was not only wise but inevitable.

Nevertheless, I cannot permit myself to let matters stand as they are. The endowment fund is not only an imperative prerequisite to further growth but it is also necessary for the maintenance of things as they are. In April, nineteen hundred and eight, Mr. William Smith gave me enough money to pay the salary of a professor of Economics and Sociology for a term of four years. In September, nineteen hundred and twelve, this money will have been exhausted and as we can, on no account, permit the professorship of Economics and Sociology to lapse we must take steps to provide the salary attached to it. An endowment fund of proper proportions will do this, do this and more; for this Board ought never to forget not only that fresh and larger growth requires fresh and larger outlay but also that we owe to the professors of the institution such an increment of salary as will enable them at the very least to meet that increase of expenses which is involved in modern life. Salaries which kept men fairly comfortable fifteen to twenty years ago will not begin to do the like today, and it is by no means a pleasant experience to find, as the common necessities of living ascend in price, that one's resources of purchase have fallen.

Finally permit me to remind you that this demand for an endowment is not an exceptional one neither is it peculiar to myself. Harvard, Yale, Amherst, and a host of other colleges have in the past decade been adding large sums to their endowments in order to meet the higher cost of living and administration. And not the larger and wealthier institutions alone are engaged in this task, but the smaller and less expensive ones as well. Eight years

ago President Luther saw that Trinity could not do her work without more endowment, and five hundred thousand dollars were in a short time obtained. Only the other day it was announced that Huron College in South Dakota had secured an endowment of five hundred thousand dollars and also that our near neighbor, Saint Lawrence University, had raised two hundred thousand for the same purpose. In asking this Board therefore, to take active and immediate steps, steps that will tell and bring results, for the substantial increase of our endowment fund, I am but expressing a common and well nigh universal need. Such a request cannot be ignored without damage to the institution whose interests we are supposed to have at heart. If iteration and importunity can make any impression here and abroad I am prepared to employ them both. I have, indeed, been using them, and to the same end, for many years. The outlook is I admit far from encouraging but nevertheless, as in the parallel case of the new dormitory, and although little or no response is audible to my appeal from without, I am led to hope that somewhere and in somebody's "insides," to recur to Fanny Squeers once more, there will be awakened that melodious thought of a "new endowment fund" which in the near future will embody itself in the music of fact.

Respectfully submitted,

LANGDON C. STEWARDSON,

President.

DEAN'S REPORT

WILLIAM SMITH COLLEGE

TO THE PRESIDENT AND TRUSTEES OF HOBART COLLEGE:
Gentlemen:

William Smith College opened this year for the first time with the full college complement of four classes. The college roll contains the names of sixty-two regular students, besides two others whose participation in college work is not sufficient to warrant including their names in the catalogue. The new Freshman class is also the largest in the brief history of the College, twenty-three regular students having registered. In the first year we had eighteen regular students; in the second, year, thirty-two; in the third year, thirty-nine. The increase from thirty-nine to sixty-two is, therefore, by far the largest that we have made. Furthermore, it is an interesting and very exceptional fact that every name that was included in the register of last year is also to be found in this year's catalogue. The record of William Smith College during these few years is, therefore, rather unique in comparison with figures regarding the proportion of students remaining over from one year to another in other colleges. In one of the strongest among the great women's colleges in the East, for example, the average entering class numbers about four hundred and the average graduating class somewhat under two hundred. On the other hand, figures from one of the smaller and older colleges for women show a falling off of eighty per cent. between the Freshman and Senior year.

This year, for the first time, we are making use of the entire plant provided for the College. During the first

two years we used Blackwell House only; last year Miller House alone was adequate for our needs. In the autumn we reopened Blackwell House and are now running both dormitories, with the common dining room and kitchen equipment of Miller House. The former dining room of Blackwell House has been fitted up as a study or reading room. A considerable supply of books has been placed there and the arrangement answers, so far as may be, the purpose of the Hobart reading room in the Library.

The Chapel services, which have been conducted in the past mainly by the House Mistress alone or by the House Mistress in conjunction with the students themselves, have this year been divided between a number of representatives of the Faculty. The President, the Chaplain and a number of the heads of departments in the College have laid us under great obligation in this regard and have relieved, for the time at least, a rather critical situation.

With the opening of the present college year the entire academic curriculum has been placed at the disposal of the William Smith students. In certain departments the number of electives has been increased. The most important addition, perhaps, is that of the advanced work in the Department of Education, which, being intended for Seniors, has not been required until this year. So far as extensions of the present curriculum are concerned, the strongest demand, by far, is for instruction in Domestic Science. Such instruction, given only as a part of the course for a regular degree and not to special students, would, in my opinion, strengthen materially the appeal of the College to the public and in that way very soon pay for itself.

Very respectfully submitted,

MILTON H. TURK, *Dean*.

C
465 C
1918/19

THE LIBRARY
OF THE
UNIVERSITY OF MICHIGAN

HOBART COLLEGE BULLETINS

VOL. XVIII

OCT., 1919

No. 1

The American Constitution and its Present Applications

By

Leonard A. Lawson

Professor of History

Quarterly Statement of the President to the Board of Trustees



Published by Hobart College, Geneva, N. Y. Issued Quarterly.
Entered October 28, 1902, at Geneva, N. Y., as second-class
mail matter, under Act of Congress of July 16, 1894.

In compliance with the request of the New York State Department of Education that the Colleges and Schools of the State observe September Seventeenth as Constitution Day, the following address was delivered by Professor Leonard A. Lawson, head of the Department of History, at the formal opening of the College on Wednesday afternoon September Seventeenth.

THE AMERICAN CONSTITUTION AND ITS PRESENT APPLICATIONS

IT WOULD be difficult to find in the history of organized society a period that could parallel the present in the manifestation of bitterness of conflict and in the tendency to esteem lightly long established institutions and the instrumentalities of law and order. It has become the fashion of the day to follow the example of Germany and regard solemn obligations as merely so many scraps of paper, whenever they stand in the way of the immediate advantage of the group.

Here in our own country the desires of selfseeking groups and the interests of parties are permitted to obscure true Americanism and to surpass in importance our common national interests and obligations. Such are the circumstances that the lover of undiluted Americanism, in order to satisfy his own convictions is moved to exclaim: (with apostrophe to Patrick Henry) "I am neither an Anarchist, nor a Bolshevist, nor a Socialist, nor a Syndicalist, nor a Republican, nor a Democrat! I am an American!" It is therefore fitting that on this significant day the people of America, in order that we might remind ourselves that we are "Americans all," should commemorate the signing of the American Constitution. It is a Constitution to which we owe so much, a Constitution under which the oppressed of Europe have found liberty and a haven of refuge, a Constitution to which the Democracy of the world owes its greatest victory.

It will be unnecessary here to enter into a detailed discussion of the meaning and origins of constitutional government. It would appear as not only presumptuous on my part, but it would be an unwarranted introduction

of the spirit of the class room—at least one day too early. Suffice it, therefore, to point out very briefly the rise of modern constitutional government and the conditions under which our own Constitution was established, before passing on to its present applications.

Constitutional government is the antithesis of the arbitrary authority which an irresponsible monarch chooses to exercise—that power to which we find reference in the political works of King James I of England, in the following words: “God hath power to create and to destroy, make or unmake at his pleasure, to give life or send death, to judge all and to be judged accountable to none, to raise low things and to make high things low at his pleasure, and to God are both soul and body due. And the like power have kings: they make and unmake their subjects, they have power of raising and casting down, of life and death, judges over all their subjects and in all causes and yet accountable to none but God only.”

It was the exercise of that kind of arbitrary authority that drove the common folk of Europe to an attitude of irresistible protest, which was followed by an insistent demand for the recognition of the fundamental and popular rights of liberty and equality, and all that they may reasonably imply. Fundamentally this demand had its roots in the growing consciousness of man's individual worth, and in the conviction, so well expressed by Voltaire, that progress and enlightenment would be possible only when man is free to exercise his reason untrammelled, and when he could allow his mind free play upon all the problems and the affairs of life. In the protest against arbitrary authority we find the origin of the principles expressed in the Constitution of the United States.

One of the accusations often brought against the Constitution is that it is based upon the theories of social compact and natural rights, both of which were founded upon the conception that society was static rather than dynamic. In other words, eighteenth century political philosophy contained the idea that a state of society could be reached that would be in every respect ideal and perfect, and therefore static. This ideal and static State would be the result of a compact between the governing powers on the one hand and the governed—the people—on the other.

That the compact theory of political society served an extremely useful purpose at that time, and that it was of great benefit to western civilization is beyond the possibility of contradiction. Because of its insistent demands for the exercise of natural rights it compromised appreciably the powers of the monarchs.

But this theory of the compact as the basis of political society had barely gained acceptance when the steam engine began to revolutionize industry; and there took place what is commonly known as the Industrial Revolution, with its long train of complex social and economic problems of an entirely new and unlooked for character. The new economic organization plainly showed that a static political society was a myth—an utter impossibility; that society is dynamic, progressive, a living thing; and that it rests not upon compact, but upon historical development. This new theory was later to be reënfforced by the evolutionary theory in the realm of science.

The Industrial Revolution created new productive processes and rapid systems of transportation. It became increasingly plain that the social and economic structure was being modified fundamentally through man's growing understanding of the laws and the forces

of nature. And who, like Roger Bacon of the 13th century, could forecast the extent of the influence of applied science?

It became equally clear, therefore, that the eighteenth century conception of the basis of political society was contradictory to the facts of a new experience. The Industrial Revolution, occurring as opportunely as it did, served to change the conception of the basis upon which political society was thought to rest from the compact theory to the historical development theory.

The American Constitution, established at the time when the compact theory still occupied an enviable position in political philosophy, must needs have been influenced in certain respects by that theory. But the constitutional system of the United States affords ample proof that the compact theory did not gain complete possession of the minds of the fathers of the Constitution.

There entered into the American Constitution the influence of English constitutional experience, together with the influence of the political experiences of the people of the thirteen states. What is probably of still greater importance is the fact that the makers of the Constitution were imbued with the attitude of protest, which is born of the love of liberty, nowhere so strong as in the hearts of the eighteenth century Americans. Their own political experiences, their attitude of protest, and their experiences in the Revolutionary War, prejudiced the makers of the Constitution against the blind acceptance of the compact theory unmodified.

It consequently happened that the Constitution of the United States failed to become that rigid and hide-bound document which it would have become had it been based purely upon the compact theory of political society. Instead there entered into it certain elements

which gave it flexibility; and through amendments and interpretation the Constitution can be brought into conformity with the social and economic conditions of modern times.

There are elements, then, in our Constitution which recognize the fact that society is dynamic; and to the high quality of eighteenth century statesmanship we of the 20th century owe a debt of gratitude for a Constitution that is a living thing, capable of growth and development as the national life itself expands. The men of the eighteenth century America realized that society is healthy only so long as it enjoys progress; that a civilization which ceases to grow soon ceases to live. "In all the changes to which you may be invited," said George Washington, "remember that time and habit are at least as necessary to fix the true character of governments as of other human institutions."

The sterling merits of its principles and its elasticity are the qualities which give to our Constitution its powers of endurance. No stronger proof of its enduring qualities can be offered than the fact that it still continues as the fundamental law of the land after nearly a century and a half of unprecedented industrial progress and territorial expansion. It was established at the time when there were only thirteen sparsely settled districts along the eastern sea board, whose economy was chiefly agriculture, whose means of communication for long distance was by slow and uncertain navigation, whose total territorial extent was hardly one-third of continental United States of today—and there was no serious intention then of penetrating beyond the Mississippi. Indeed, Washington was moved to ask the question: "Is there a doubt that a common government can embrace so large a sphere?" And then he answered significantly: "Let experience solve it."

Experience has solved it. The Constitution which established the "common government" stands today without a peer, the proud model of many other present day constitutions. It has stood the test of disruptive particularism in the early nineteenth century. It has stood the test of the great westward movement and the growth of the country in territory, population, and industry. It has stood the test of Civil War that made us a stronger nation. It stood the test of the great World War, for who will venture to say that it was not the principles represented by the American Constitution which inspired the embattled hosts of America on the fields of France?

Will the Constitution stand the test in this supreme moment, when our country is about to reach its natural destiny—as it is about to pass from the position of isolation to that of leadership of a free world? We hear voices of protest raised by those whose vision is obscured by motives of personal advantage, who, in order to gratify their selfish desires would bury the fruits of victory in a grave of political slush. Their too frequent quoting of Washington's warning against foreign alliances, a warning circumstanced by the conditions of his time, has blinded them to one of Washington's wisest warnings relating to party passions. Thus spoke the Father of our country: "The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has precipitated the most horrid enormities is itself a frightful despotism. Party dissension opens the doors to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passion."

It is as natural for the Constitution to stand the test of American world leadership as it has been for it to stand the test of national expansion. The difference is essentially a matter of degree, made more so by the character of the American people and by the inventive genius of man, whose contrivances have annihilated distance. The factors of geography, which Immanuel Kant declared to lie at the basis of history, have been modified by the secrets of applied science. Along with this modification the historical development as the basis of political society compels a closer association of the peoples of the world. Truly, "history," in the words of von Herder, "is geography set in motion."

Indeed no conflict has been found between our Constitution and the League Nations covenant, except in the distorted imagination of a few of our statesmen who pretend to fear the loss of a certain monopoly. If that point of conflict should prove real, the American people will choose between the right of Congress to declare war and the peace of the world.

In spite of the many qualities which contribute to make the American Constitutional system enduring, the principles of which it is the strongest guardian are nevertheless of a perishable nature—perishable in the hands of a selfseeking, materialistic, and ungrateful generation, a generation which may be incapable of appreciating the true values of those principles. They shall endure only so long as men and women have a strong sense of their values, and the willingness and the wisdom to protect them. Justice, liberty, and equality gain their nourishment from the wisdom of those who enjoy their blessings. Too little do we of the 20th century realize that every privilege carries with it a corresponding duty.

There is an intimate relation between the permanency of these democratic principles and popular education. Democracy today needs a universal army, universally conscripted without exemptions, to be trained in its principles, to take the place of the armies trained for battle. Without it the world is not safe for Democracy.

While young men and young women are training for the professions, we hear of few who are training for public office; and what is more important than high qualities of statesmanship in an age of Democracy? Of what value are the professions and the trades if the world is not a safe place in which to live and practice them? It is becoming daily more important that we should pay more attention, not only to the need of higher qualities of statesmanship, but also to the need of higher qualities of citizenship. Such emphasis in education is made more imperative by the new and complex problems crowding in upon the modern State.

The currents of American political and economic life are polluted with the sinister motives of selfseeking individuals, of the class, of the group, of the party. They are poisoned by the indigestible doctrines and notorious "isms" which are distinguished chiefly by being unamerican.

Our country is in a condition which constitutes at once a peril and a challenge—a peril to the principles of true democracy; a challenge to young American manhood and womanhood, whose minds are not yet contaminated, whose hands not yet sullied by contact with those contagious centrifugal forces that are undermining the health and the robustness and the dignity of American life. It is a challenge to their clean enthusiasm to enter quickly upon a crusade of purification. The destiny of the principles of a great heritage lies in the hands of the heirs.

As a duty to his country every young citizen of America should regard himself as certainly destined for high office, and resolve to train himself for it; besides acquiring that kind of special training that fits him for a useful place in the economic life of the nation. The way to feel our lives essential is not to endeavor constantly to get out of the world as much as possible, but to put into it as much as possible in the form of service for the common good.

While our attitude toward our Constitution should always be one of faithful loyalty, and while we look upon it with profound admiration, let it not become an object of blind and superstitious worship. Nor can we permit it through a biased interpretation, to become the haven of refuge for the criminals in high places or in low. Nor let it become the instrumentality of injustice for the lack of conformity with man's growing sense of justice. But we agree with the man, who did more than any other man of his time to make America the land of freedom, when he says: "The Constitution which at any time exists till changed by an explicit and authentic act of the people is sacredly obligatory upon all."

QUARTERLY STATEMENT OF THE PRESIDENT OF HOBART COLLEGE

To the Board of Trustees,

Gentlemen:—The first term of the year 1919-20 opened at Hobart on September 16th, and at William Smith on September 17th.

The registration of the two colleges is as follows:

Hobart		William Smith	
Graduates	1	Graduates	
Seniors	20	Seniors	14
Juniors	21	Juniors	18
Sopnomores	43	Sophomores	21
Freshmen	59	Freshmen	44
		Taking Special Course	6
<hr/>		<hr/>	
Total	144	Total	103

The total registration of both colleges is two hundred forty-seven of which one hundred ten are new students. Although the number of freshmen is exceedingly gratifying and is the largest on record, attention is particularly called to the fact that the Sophomore class has had the small net loss of two students since it entered college a year ago.

Of the Hobart men who left for the war during 1917 and 1918 about 60 per cent have returned to college.

The quality of the entering Freshman classes is very satisfactory. The psychological examinations used for army classification were introduced at both colleges to rate the students in intellectual ability. In these tests the percentage of "A" grade obtained by the Freshman Class at Hobart reached the extraordinary rate of 58.3 per cent., considerably higher than the average for officers

in the U. S. Army. At William Smith 39.5 per cent. received the grade of "A". These examinations were applied to all the students in both colleges under Professor Boswell's direction and will be continued in future years, as a useful method of increasing our knowledge of the capability of the individual student.

The place made vacant by the resignation of Dean Blitz has been filled by the appointment of Miss Marianna Woodhull, formerly dean of women of Bates College. Miss Woodhull is a graduate of Smith College and a Master of Arts of Columbia. She also occupies the Chair of Fine Arts and teaches the history and appreciation of Art. particularly in its application to the home.

During the summer a vacancy occurred in the Department of Physics through the resignation of Professor Bacon to accept the Chair of Physics in the Syrian Protestant College at Beirut. The vacancy was filled by the appointment of Philip B. Winn, M.A. (Columbia) as Associate Professor of Physics. Professor Winn was called from the Physics Department of the State School of Technology of Idaho, where he had given courses preparatory to electrical engineering. Previously he had been Professor of Physics at Pratt Institute of Brooklyn.

The vacancy caused by the resignation of Mr. Bullard, Instructor of Chemistry, was filled by the appointment of Mr. Gordon G. Allison, who came to us from the Chemical Service of the U. S. Army. He will take the courses in Organic Chemistry and Qualitative Analysis formerly taught by Mr. Bullard.

The vacancy in the instructorship of Physics and Mathematics was filled by the appointment of Mr. James Bousfield, formerly an assistant in the Massachusetts Institute of Technology.

In response to the resolution of the Board, passed at the June meeting, the College Commons has been continued in Coxe Hall and every student not resident in Geneva is required to board there. The purchasing for the Commons is under the direction of Mr. Peter Cole, the Assistant Treasurer. Mr. Henning has been retained as caterer under Mr. Cole's supervision. The price of board per week has been fixed at \$6.00. Figures are not yet available as to whether this sum will be sufficient to cover expenses, but Mr. Cole will submit a report to your Executive Committee at the end of the month. At Mr. Cole's suggestion a committee of the Student Board of Control, consisting of two students and one faculty member, has been appointed to act in an advisory capacity concerning the Commons. In connection with the purchase of supplies for the Commons, purchases are made for the table at William Smith through Mr. Cole, where it is profitable.

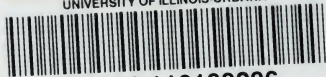
The so-called "Kent House" was fitted up during the summer as an auxilliary dormitory for William Smith College, to take care of the enlarged enrollment. It will accomodate twelve students. The students have expressed the desire that the house be given an appropriate name, and have suggested "Brent House," in honor of the Chancellor. It is recommended that the name be adopted. The "Silver House" has been put into repair and is now used as a dormitory for Hobart students. It is occupied by students belonging to the Sigma Chi fraternity. The President's house has been painted, decorated and supplied with electric light.

Including the new dormitory, William Smith is filled to overflowing. A freshman class of forty-four indicates that next year the college must limit its membership, or provide for its students in approved boarding places

outside the campus, as the graduating class this year will provide for less than twenty vacancies. The growth of the college, the increased cost of living, and the fact that, with the present rate of the term bills, it is very doubtful whether the new dormitory will be a source of income, brings us face to face with the question of raising our charges as practically every other woman's college has done. It is suggested that the rate be raised one hundred dollars.

To provide for the general financial needs of the corporation an appeal has been made to the Nation-Wide Campaign of the Episcopal Church for ten thousand dollars annually for the next three years to increase salaries, and preparations have been made for an appeal of the Alumni for fifty thousand dollars, for immediate use. Of this amount twenty-five thousand is needed for the proposed enlargement and improvement of Boswell Field. Five thousand should be expended for scientific equipment. This is very badly needed; in fact if we are to put our physical laboratory in condition to teach adequately our present students the courses we have begun, apparatus and supplies amounting to the value of about two thousand dollars must be added immediately. At least twenty thousand dollars is needed for the increase of salaries, the inadequacy of which is apparent to all of us.

The problem before us is a very serious one, and yet there is much to encourage us in our effort. The college has come through the war period with an excellent reputation. In the report of the War Department recently issued, Hobart is cited as one of the seven colleges out of twenty-five in the first district where the instruction was designated "satisfactory"; the others being, Columbia, Cornell, Union, Hamilton in New York, and Princeton and Rutgers in New Jersey. The increased enrollment, I



3 0112 110189286

believe the largest on record, encourages us to hope that we may attain a steady and healthy growth, and best of all, the spirit of the student body is thoroughly enthusiastic and admirable.

While writing these lines I have been saddened by the news of the death of our devoted Treasurer, Mr. P. N. Nicholas. A son of Hobart, he gave the best he had to his Alma Mater—himself. For thirty-five years he was a Trustee and in later years, as Treasurer, he gave all his strength and time to Hobart's welfare. May his example inspire us to give our best to make the future of the college he loved secure and lasting.

Respectfully submitted,

MURRAY BARTLETT,
President.

Geneva, N. Y.,
October 21, 1919.